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| **Week** | **Monday** | **Tuesday** | **Wednesday** |  | **Friday** |
| 1 | **Building Background:**   * Introduce essential questions. * Record in **DWJ** * Research/Brainstorming * **KWL** chart. * **Vocabulary Chart:** * Pre-reading **Q’s** * Read-Aloud of History: Author/Time period * Read Ch. 1 in class   **\*HW:** Read Chapter 2 as HW  Define words from Vocab chart.  **RI 8.2**  **RI 8.3** |  | * *Bell-work*: **DWJ**   **Q:** "Bruno's mother tells him to make the best of a bad situation. Write about a time when you had to do this. After 5 mins.  -Share with a partner.  Open Discussion: Share thoughts and questions about Chapters 1 &2.  **Shared Reading:** Read Chapter 3-5 in class. Take turns reading.  **\*HW:** Whatever we do not finish in class in HW.  **W.8.3**  **W.8.10**  **SL 8.1** |  | * *Bell-work:* **DWJ:** Describe a time when you had a disagreement with one of your parents, what was it about and how was it resolved?   -Share with partner.   * Intro: **Characterization Chart** * Return to **V.C**   -Read Ch. 6 & 7 in class (25 pages)  ~~~~~~~~~~~~~~~~~~~~~~  **\* HW:** review Ch. 7 and underline/highlight changes they see in characters or anything that stands out.  For example: Gretel starts to feel uncomfortable with the once adored lieutenant Kotler.  **W.8.10**  **W.8.3**  **SL 8.1** |
| 2 |  | **IMAGES:** images of Camps and Gas Chambers.  **Quick Write** in **DWJ**: “How would you advocate for people held in camps and what arguments could you make?”   * Review Highlights (changes in characters) presented by students in a whole class discussion.   **Feather Circle** Questions to bring up:  After Bruno's accident, Pavel helped him with his injury, what do you think the author intended to show or teach his readers?  *Possible answers:*  - That Pavel was forced to give up his life as a Doctor, an occupation that many could argue as prestigious or significant.  -It also shows how Bruno is being spoiled/selfish (even though he may not mean to).  Why do you think Bruno's mother took credit for cleaning up his hurt leg?  -To save Pavel.  Why is Bruno considered Naïve?  **\*HW:** Read Chapter 8 (6 pages)  **W.8.10**  **SL 8.1** |  | *Bell-work:* **DWJ**  "La vie en Rose" by Daniela Andrade (YouTube)  Students’ will write their responses (feelings/reactions) to the song in **DWJ.**  "Does your reaction coincide with Bruno's?"  *Writing Activity:*  In the story Bruno writes a letter to his grandmother, imagine you are the grandmother and reply to the letter. Be prepared to share in class.  Share letters.  -Return to (**C.C)** to update.   * **DWJ** check   **\*HW:** Read Chapters 9 & 10 (15 pages).  **RL 8.3**  **RL 8.4**  **W.8.10**  **SL 8.1** |  |
| 3 | *Bell-work:* **DWJ:**  Question will most likely ask students of their reaction of the meeting between Bruno and Shmuel in Chapter 10.  Example: why do you think it was significant that the boys had the same birthday?  \*They could easily be the same boy.   * Read Aloud: 11 & 12 * Return to **V.C**   **\*HW:** Read Chapter 13  **W. 8.10** |  | *Bell-work:* **DWJ**  Pg. 128 Bruno's father claims that he is correcting history, what are your thoughts?  ~~~~~~~~~~~~~~~~~~~~~~~~~  *Whole Class discussion*- Why do you think Bruno is struggling to understand what is going on around him, even when Shmuel tries to explain it to him?  - *INTRO:* 8 Stages of Genocide  → will return to activity next week.  -Read Chapter 14 in groups.  **\*HW:** Ch. 15 & 16. Complete **LC.**  **W.8.10**  **SL 8.1a** |  | *Bell-Work:* **DWJ**  In these two chapters (15/16) we see a transformation in several of the characters (Lt. Kotler, Bruno, Gretel, etc.). Choose a character and describe what changes have occurred and why.   * Update **C.C** * Discussion point:   Why is Bruno happy to be returning to “Out-with”   * **LC** Activity.   **\*HW:**  - Read chapters 17 &18.  - Think about the 8 Stages of Genocide, brainstorm what idea/theme/concept you would like to make a poster for (bring 2-3 topics to next class).  **SL 8.3**  **W.8.10** |
| 4 |  | *Bell-work*: **DWJ**  Respond to the following prompts: - Bruno's mother begins to show a distaste in what her husband calls "work" why do you think this is, and has she always felt this way?  - If you were Shmuel would you be as patient with Bruno when he fails to understand just how bad conditions are in the camp?  Get in LC groups and discuss your answers.   * DWJ check.   **8 Stages Project:** in groups/partners present your genocide topics.  -Start on poster  \*This can be done on computers as a PSA video/ photo-shop images, or on paper.  - Work on this for this for the rest of class.  **\*HW:** Work on **8 Stages Project**  **W.8.10** |  | *Bell-work:* **8 Stages project**  *→ Add finishing touches.*  *→ Get project checked off by me.*   * Read Ch. 19 & 20 in class*.*   Break students into groups to answer and discuss:  *- Why is it significant that the boys touch for the first time?*  *What message was the author trying to relay/teach readers?*   * Return to **KWL** chart, **Vocabulary** chart & **Characterization** chart.   **\*HW:** Prepare for quick presentation of **8 Stages Project.**  **W.8.10** |  |
| 5 | *Bell-work:* **DWJ**  - Which character is most like you? Why?  -What questions would you like to ask the author?  -Which character did you like the least? Why?  - I would have liked to see...   * **8 Stages:** Presentations.   → Will be hung around the room if possible (not on computer).   * Update charts as needed and turn in.   → V.C, C.C, and KWL.  → Also turn in **DWJ.**  **W.8.10** |  | **Movie Day:**  *The Boy in the Striped Pajamas.*  *\**Take notes: *What similarities and differences can you identify from the novel and movie?*  **RL 8.7**  **W.8.10** |  | **Movie Day:**  *The Boy in the Striped Pajamas.*  *\**Take notes: *What similarities and differences can you identify from the novel and movie?*  *Class Discussion:*  -Share what comparisons you made.  -Who portrayed the scene better and why?  **RL 8.7**  **W.8.10** |
| 6 |  | * *Introduction to Writing Assignment.* * Topics and Brainstorming.   **W.8.2**  **W.8.2a** |  | * *Research Textual evidence.*   **W.8.6**  **W.8.9** |  |
| 7 | * *Research outside Sources.*   **W.8.6**  **W.8.7**  **W.8.9** |  | * *Practice in-text Citations*   (Quote Sandwich work-shop).  **RL 8.1** |  | * Continue practice with citations.   **RL 8.1** |
| 8 |  | * Writing Introductions.   → Write intro for leading topic. |  | * Start on body paragraphs-   \*The remaining paragraphs should be completed at home. |  |
| 9 | **Peer Review (Partner #1).**  - Correct grammatical errors, provide suggestions, and critiques.  \*students who do not complete HW (Body Paragraphs) will work on it in class, and will be responsible for finding a peer to review their paper if they want to receive points.    **W.8.5** |  | **Complete Final Paragraph** |  | **Peer Review (Partner #2).**  - Correct grammatical errors, provide suggestions, and critiques.  \*students who do not complete HW (Body Paragraphs) will work on it in class, and will be responsible for finding a peer to review their paper if they want to receive points.  **W.8.5** |
| 10 |  | *Works Cited Work Shop:* Guide students in correctly completing their works cited page.  \***HW:** Complete rough draft of essay. |  | Complete and hand in Rough Draft of essay. |  |
| 11 | *Draft Return:*  Students will receive corrected rough draft copy of their essays. |  | WORK DAY:   * Research * Peer editing * Working on body paragraphs, etc.   **W.8.5**  **W.8.7** | . | C:\Users\User\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CM8QSF83\MC900441361[1].pngTurn in FINAL copy of Essay |
| 12 |  | **Project Day 1:**  -Introduction to WWII propaganda.  🡪 Record feelings and interpretations of images in **DWJ.**  🡪 Discussion on images.  - **Introduce Task #1:** *Creating a book cover or poster.*  *🡪* Allow students to work on cover/poster for the rest of class (until the last 7 minutes).  -**Belittling Bucket.**  **\*HW:** Task #1 should be worked on at home.  **W.8.10** |  | **Project Day 2:**  *Bell-work:* **DWJ**  **🡪 BB reflections.**  - Share reflections with a partner.  - Task #1  - Peer edit-suggestions  -Belittle Bucket:(#2):  Ticket out the door  **\*HW:** Finishing touches on poster/covers should be applied as homework  **W.8.10** |  |
| 13 | **Project Day 3:**  *Bell-work:* **DWJ**  **🡪 BB reflections.**  -Presentations (first half).    -Belittle Bucket: (#3):  Ticket out the door.  **W.8.10** |  | **Project Day 4:**  *Bell-work:* **DWJ**  **🡪 BB reflections.**  -Presentations (Second half).    - Cover Vote  -Belittle Bucket: (#4):  Ticket out the door.  **W.8.10** | . | **Project Day 5:**  *Bell-work:* **DWJ**  **🡪 BB reflections.**  - ***Introduction to letter writing:***  - Explain **Task #2.**  🡪 Brainstorming  🡪Drafting  **Task #3:**  **-BB** 🡪 Ticket out the door.  **\*HW:** Students should complete a rough draft copy of their letter  **W.8.2**  **W.8.2a** |

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| 14 |  | **Project Day 6:**  *Bell-work:* **DWJ**  **🡪 BB reflections.**  **\*\*\*LAST DAY FOR BB\*\*\***   * Peer Editing * Teacher conference.   **W.8.10** |  | * Behold the Printing Press * Print and Bind Booklets   **W.8.10**  **W.8.6** |  |
| 15 | \*Behold the Printing Press  Print and Bind Booklets.   * Distribution.   **W.8.6** |  |  |  |  |

**Daily Writing Journal (DWJ):** This will be the designated journal students will complete bell-work, reflections, and take notes in for the entire unit.

**Vocabulary Chart (V.C):** Vocabulary Chart is a chat students will be responsible for completing with definition of unit plan words and words they did not know previously.

**Characterization Chart (C.C):** Used as a guide to help track a characters transformation and interactions with other characters.

**Belittling Bucket (BB):** “post-it” project. Fill out a post-it note about a time you felt belittled. The next class students will respond to a post-it from a “cousin class.”

**Task #1:** Creating a Book cover or Poster:

**Task #2:** Writing a letter:

**Task #3:** Belittling Bucket